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ABSTRACT

The Wisconsin Department of Public Instruction's Division of Library Services supports the development of formal and informal cooperative arrangements between public libraries and school media programs. Although the two institutions share the common goal of providing information resources to their relevant publics, the authority for their establishment, their purposes and their programs differ. Areas suitable for cooperative activities include holding joint meetings, developing interlibrary loan arrangements, joint ordering and processing of materials, and exchanging lists of resources. The two institutions might also undertake joint training or planning sessions or conduct special exhibits or programs together. The Division does not recommend consolidation of the two kinds of libraries. (KB)

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PUBLIC LIBRARY AND SCHOOL LIBRARY

ORGANIZATIONAL RELATIONSHIPS AND INTERLIBRARY COOPERATION

A POLICY STATEMENT

Wisconsin Department of Public Instruction

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On March 16, 1976, the Wisconsin Council on Library Development approved this statement of policy regarding cooperation between school and public libraries. The Council of Department Administrators of the Department of Public Instruction gave its endorsement on April 12, 1976, making this official department policy.

Additional copies of this bulletin can be obtained free of charge from: Publication Sales, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Consultant assistance is available from either the Bureau of Public and Cooperative Library Services, 3030 Darbo Drive, Madison, Wisconsin 53701 (608) 266-7270; or from the Bureau of School Library Media Programs, 126 Langdon Street, Madison, Wisconsin 53702 (608) 266-1965.

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PUBLIC LIBRARY AND SCHOOL LIBRARY
ORGANIZATIONAL RELATIONSHIPS AND INTERLIBRARY COOPERATION

A POLICY STATEMENT

The Division for Library Services, Bureau of Public and Cooperative Library Services and Bureau of School Library Media Services, are dedicated to improving the ability of public libraries and school media programs to deliver a comprehensive program of library services to the people of Wisconsin.

Citizens of all ages are best served when both types of libraries are well established in a community. Nevertheless each library works within a set of practical limitations. None can be truly comprehensive.

Therefore both Bureaus of this Division strongly support the development of effective formal and informal cooperative arrangements through which public libraries and school media programs share their strengths with each other and with other types of libraries to gain for their users comprehensive access to needed information.

I. INTRODUCTION

The Division for Library Services of the Department of Public Instruction is responsible for coordination, supervision, and improvement of public and school libraries. It is also charged with coordinating library research and fostering interlibrary cooperation among all types of libraries and information services. The statutory responsibilities of the division are indicated in Chapter 43 of the WISCONSIN STATUTES. Section 43.05 of the statutes provides a summary of major Division responsibilities.

Changing conditions make it necessary to reexamine the role and relationships of public and school libraries. Among the changing conditions are: changes in educational concepts and teaching methods; changing service concepts in public libraries; escalating costs for books and other materials and for staff; the need for a variety of materials and equipment by students and the public; and the development of cooperative groups and projects among all types of libraries.

Although school and public libraries have distinct and primary responsibilities for providing service appropriate to particular clienteles, they share the common goal of providing individuals and groups with access to that part of the total information resource which will satisfy their educational, working, cultural, and leisure-time needs and interests.

Because of their common goal, school and public libraries and their users stand to gain from a relationship that is conducive to cooperation. Essential to such a relationship is an awareness, understanding and knowledge of one another's functions, objectives and service programs. Continuous joint planning and evaluation of library services are also essential.

A distinction between "cooperation" and "consolidation" is necessary. "Cooperation"

refers to planned activities and efforts mutually carried out by one or more libraries in a community or an area. "Consolidation" refers to the combining of a school and a public library in one physical facility or under a single governing board in a community or area. "Consolidation" is dealt with in more detail in a separate document: "School-Public Library Services Within a Community: Problems and Questions on Consolidation." The Division for Library Services does not support consolidation, and that document explains the reasons for that position.

(NOTE: To facilitate comparison, Sections II and III are arranged side by side)

II. SCHOOL LIBRARIES (Media Programs)

A. Authority for establishment

The establishment of libraries in elementary and secondary schools is the responsibility of the local school district Board of Education. Chapter PI 8 of volume 7 of the Wisconsin Administrative code vests in the Department of Public Instruction the responsibility for enforcing minimum educational standards. One of these standards states that "the school district shall provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society." Criteria for implementing this standard developed by the Division for Library Services spell out specific mandates regarding staff, materials and procedures. There is no statutory authority for establishment and operation of a public library by a school district.

B. Purposes of the school media program

School media programs today combine print and audiovisual resources and instructional technology to meet the needs of students and of teachers. These needs range from

III. PUBLIC LIBRARIES

A. Authority for establishment

Public libraries in Wisconsin are established and maintained according to the provisions of WISCONSIN STATUTES Chapter 43, which was revised and enacted into law in 1971. It provides for several types of library organizations, including independent public libraries; joint library boards; or county library systems under S.43.57. The library boards for these types of organizations must have as a member a school district administrator, or his representative, under S.43.56. Chapter 43 also provides for the organization and establishment of public library systems, either federated or consolidated. A public library system can be described as a group of public libraries coordinated to share services and materials to meet the library service needs of all people within a defined area. Public library systems boards are not required to have a school district administrator or his representative as a member, but it is advisable that one board member be so.

B. Purposes of the Public Library*

The public library today acts as an infor-

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*Based on:

1. MINIMUM STANDARDS FOR PUBLIC LIBRARY SYSTEMS, 1966. American Library Association, Chicago, Illinois.

2. WISCONSIN PUBLIC LIBRARY SYSTEM STANDARDS, 1974. Division for Library Services, Madison, Wisconsin.

SCHOOL (Cont.)

learning basic skills to developing a healthy self concept and growing in critical judgment and cultural appreciation.

These needs are met by providing a strong program of media services at the school building level, strengthened and supplemented by district level services, multi-district cooperatives and regional agencies such as CESA*-based regional media centers. *(Cooperative Educational Service Agency)

C. School library/media services include:

1. Providing a collection of instructional materials exhibiting variety in subject area, in level of sophistication, in format, in approach and in appeal.

2. Accommodating individual, large group and small group inquiry by providing a centrally located media center that is well equipped and of ample size to support a variety of learning activities and be accessible to students throughout the school day.

3. Indexing and inventorying all learning materials and equipment available in the school building.

4. Correlating learning materials to units of the curriculum.

5. Teaching students and teachers how to locate, evaluate and use a wide range of information, materials and equipment in the

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mational hub of our society. Its task is to collect accumulated knowledge and to organize and guide the use of these resources in such a way that they are readily accessible to the general public. The library further acts as a community center, providing recreational materials, opportunities for continuing education, and a wide variety of programs designed to involve and enrich the lives of the people it serves.

The purpose of the public library is service to everyone. This encompasses individuals of all ages, regardless of education, occupation, philosophy, economic level, ethnic origin, or human condition. The public library exists to provide the individual with the books, magazines, phonograph records, cassettes, films, filmstrips and other types of material which communicate ideas, information and knowledge, along with the necessary equipment to facilitate their use.

C. Public library service encompasses:

1. The organization of material to make it easily accessible to potential users;

2. Lending procedures to ensure that materials may be used at the time and place desired by the public;

3. Guidance to assist users in finding what they wish, either in the material immediately at hand or in whatever library may possess it;

4. A program of public information to make its resources not only available but eagerly sought by its community;

5. Acting as a community center through the provision of educational, informational, and recreational programs and activities for all the various segments of the public.

D. Public library materials are provided:

1. To facilitate informal self-education of all people in the community;

SCHOOL (Cont.)

school and in libraries and information agencies outside the school.

6. Scheduling materials, facilities and equipment for maximum use.

7. Participating in instructional design, course development and the creation of alternative modes of learning.

8. Teaching and helping students and teachers to produce graphic and audiovisual materials.

9. Providing facilities and collections of new materials for examination and preview.

10. Maintaining professional resources for teachers, informing them about new materials, and involving them in purchasing decisions.

PUBLIC (Cont.)

2. To enrich and further develop the subjects on which individuals are undertaking formal education;

3. To meet the informational needs of all;

4. To support the educational, civic, and cultural activities of groups and organizations;

5. To provide a wide range of alternatives for recreation and the meaningful use of leisure time.

E. The facilities and services of the local public library are supplemented and enriched through participation in regional public library systems and through access to state level resources.

F. The public library is a service organization committed to serve people; therefore, the physical facility needs to exemplify the spirit of service. It should be a building (or part of a building) which adequately meets the physical requirements of modern, aggressive library service; it should be easily accessible; have an inviting exterior, and should be easy to use by all persons, regardless of physical limitations.

IV. COOPERATION BETWEEN SCHOOL AND PUBLIC LIBRARIES

Specific areas are suitable for consideration for cooperative activities between school and public libraries. Among these are activities appropriate to both local libraries and larger units of service such as CESA's, Public Library Systems, Intertype Library Councils, and Consortia. These might include:

1. Establishing regular meetings between school and public library personnel and their respective governing boards.

2. Developing effective interlibrary loan procedures for sharing materials.

3. Setting up procedures for the delivery of materials being shared.

4. Joint ordering, processing and cataloging of library materials.

5. Preparing lists of resources which can be shared and making these lists available to school and public library personnel.

6. Joint continuing education and training activities.

7. Joint planning for use of automated procedures and technology, such as data processing equipment, cable television, and access to machine readable data bases.

8. Sharing selection tools and coordinating collection development.

9. Interchange of visits between school library and public library personnel for observation of programs and exchange of ideas.

10. Interpreting opportunities for cooperative funding of library development under federal programs, such as the Elementary and Secondary Education Act, the Library Services and Construction Act, and the Higher Education Act.

11. Establishing an examination center where library materials may be reviewed and previewed cooperatively.

12. Conducting cooperative book exhibits and exhibits of audiovisual materials and equipment.

13. Joint planning for utilization of resources for school assignments which demand extensive reference work.

14. Promoting maximum development of both public and school libraries.

15. Developing joint programs for both students and the general public.

16. Sharing specialized services, personnel and equipment.